

# The thursday report

Concordia University - Montreal, Quebec

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## Undergraduate enrolment rises

Full-time undergraduate enrolment is up again at Concordia this fall, up a total of 504 students over last year's figure of 9,185. This represents an increase of almost six per cent in one year, and it is the highest level of full-time undergraduate enrolment in the university's short five-year history.

The increase comes as somewhat of a surprise, since university planners expected only a slight increase of one or two per cent.

Part-time undergraduate enrolment is down, by 305 students, settling at a new level of 9,781. This is the third highest figure in the six fall registration periods since Concordia was established in August, 1974. Only in 1974 and last year were part-time registrations higher.

Graduate enrolments have also decreased, among both full- and part-time students. The full-time figure is down to 928 over last year's 935 and

part-time registrations have dipped to 1,415 from last year's 1,485.

The final graduate student count may show enrolment is up however since in the last two weeks alone, over 300 additional students have registered in graduate programs. (The figures upon which this story is based reflect the enrolment picture on October 14).

At the full-time undergraduate level, all degree programs except Science show an increase over last year. Science is down 1.5 per cent. Up are Arts, 5 per cent; Education, 7.8 per cent; Commerce, 2.2 per cent; Engineering, 0.8 per cent; Computer Science, 17 per cent; and Fine Arts, 26.7 per cent. There is no change in the Bachelor of Administration program at 306 students.

Part-time undergraduate registrations have increased in Commerce, Administration, Engineering, Computer Science and Fine Arts but they have

See Enrolment page 2.

## Senate passes undergraduate academic regulations

By Mark Gerson

In a meeting marked by prolonged discussion over small details and eventually dissolving in mid-debate because of a lack of quorum, Senate approved Arts and Science curriculum changes carried over from the last meeting, and passed undergraduate academic regulations concerning re-evaluation, course repetition and grading.

Items dealing with new Concordia medals and prizes and residence requirements were tabled when a count of senators revealed that there was no longer a quorum at Friday's meeting.

The three recommendations from the University Curriculum Coordinating Committee (UCCC) regarding Modern Languages courses and its one general recommendation asking that "more attention be paid to the use of the course numbering sequence as an information system, and that appropriate use be made of prerequisites" were passed with no discussion.

Five of the six recommendations

concerning English courses also received easy approval, but Senate became bogged down in a series of amendments and sub-amendments to the recommendation concerning the proposed course in scriptwriting (see TTR, October 19).



Phobias. Rats, spiders, open spaces. People can suffer from a number of things. But a phobia is not as hard to shake as you may think. See story page 4.

## Laughing your problems away

By Beverley Smith

"Laughter," says Concordia guidance counsellor Jack H. Goldner, "is a good form of medication."

"Its major side-effect is pleasure. It's contagious, highly infectious and incurable. And you need have no feeling of guilt if you start an epidemic."

Goldner made the comments in an hilarious two-hour workshop held at

Acting Divisional Dean Don Taddeo moved an amendment to strike a special task force to look into scriptwriting courses which would be chaired by the UCCC chairman and would include representatives from Cinema, Communication Studies, Journalism and

See Senate page 2.

Concordia last Thursday on "Coping with Life Through Humour and Laughter", which left many workshop participants rolling in the aisles.

Goldner's theory is that humour can be used as a form of creative coping where other, more traditional types of therapy break down.

"We're in the world to laugh," he says. "If you don't have a sense of

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English.

Assistant Fine Arts Dean Gerry Gross suggested that a member of the theatre section should also sit on the task force because of the section's course in playwriting. Since Taddeo and the motion's seconder agreed, there was no need for a formal sub-amendment.

Student representative Alain Lajoie then proposed a sub-amendment that would add two students to the committee. The sub-amendment was carried.

Both Academic Vice Rector Jack Bordan and Engineering Assistant Dean Charles Giguère opposed Acting Dean Taddeo's motion on the grounds that it would undermine UCCC's authority.

Divisional Dean Maurice Cohen countered by stating that as UCCC is overworked, the proposed task force "should be viewed as a complementary activity to the work of UCCC."

Academic Vice Rector Russell Breen suggested a compromise whereby Senate would recommend the composition of a task force which would then report to UCCC, instead of setting up a task force which would report to Senate.

A sub-amendment to that effect was moved by Professor Bordan but was defeated 13 to 11. The Taddeo amendment was then approved.

The priority procedure for academic re-evaluation, which would allow a quicker reread for courses which are required prerequisites for courses in the subsequent term (see *TTR*, October 5), was passed after an unresolved debate over how circulation of lists of the courses affected by the procedure could be improved.

The question of whether instructors should receive a copy of any normal application for re-evaluation was ruled out of order, since the section dealing with normal procedures had already

been approved by Senate. Chairman John O'Brien promised, however, that the issue would be placed on the agenda of a future meeting.

Regulations concerning repetition of courses, tabled from the last regular meeting of Senate, were the subject of considerable discussion. Divisional Dean June Chaikelson reported that Arts and Science Faculty Council took issue with the suggested regulation that would permit a student to repeat a failed course only once. Council was also prepared to let students repeat a course already passed, she said.

Arts and Science Assistant Dean Mary Baldwin expressed concern that if the present regulations, which apply to every area but Arts and Science at Loyola, were maintained for another year, they "will be impossible to administer in Arts and Science because of the difficulty in determining which campus a student is from."

Because of the need for immediate university-wide regulations, and the necessity of approving a set at Friday's meeting in order to have them appear in next year's calendar, compromise wordings for three of the four regulations were suggested by Dean Chaikelson and Psychology professor Jane Stewart. It was agreed to leave the final regulations as is in the proposal from the Registrar.

The Chaikelson and Stewart amendments (see Senate Decision Desk for the text) were approved for immediate implementation. Dr. O'Brien said that Senate could re-examine the entire question "in a more leisurely fashion" at a future date.

The next and final item on the agenda to receive action by Senate was a proposed revision to the grading regulations which would have the "FF" and the "FFNS" (denoting the absence of

supplemental privileges) failing grades replaced with "R." Students receiving "R" or 20 per cent would not be allowed to write supplemental examinations and would be required to repeat the course in order to receive credit.

After some discussion over whether a simple re-interpretation of the use of "FF" and "FFNS" would serve the same purpose, the motion to revise was carried.

Senate next meets on November 16 at 2 p.m.

**Enrolment***continued from page 1*

decreased in Arts, Education and Science, bringing the total part-time undergraduate enrolment figure under last year's by 305. The biggest drop is in Arts degree programs, where there are 10.9 per cent less students than in 1978.

## Fall Session Registration Comparative Report

Programme	Full-Time			Part-Time		
	1978*	1979	Diff. %	1978*	1979	Diff. %
Undergraduate						
Arts	3023	3171	+4.9	4811	4285	-10.9
Education	64	69	+7.8	111	89	-19.8
Science	1037	1021	-1.5	808	788	-2.5
Commerce	2684	2742	+2.2	2579	2615	+1.4
Administration	306	306	0	292	347	+18.8
Engineering	835	842	+0.8	332	407	+22.6
Computer Science	322	377	+17.1	284	341	+4.6
Total Undergraduate	9196	9700	+5.5	10086	9781	-3.0
Graduate						
Arts	424	413	-2.6	425	512	+20.5
Science	93	74	-20.4	182	118	-35.2
Commerce	191	217	+13.6	500	485	-3.0
Engineering	77	93	+20.8	265	206	-22.3
Computer Science	44	28	-36.4	48	46	-4.2
Fine Arts	106	103	-2.8	65	48	-26.2
Total Graduate	935	928	-0.7	1485	1415	-4.7
Grand Total	10131	10628	+4.9	11571	11196	-3.2

\*Note: Published October 19, 1978. At that time there were 51 full-time and 10 part-time undergraduates registered in unknown programs and not included in these data; in the 1979 data all such cases are attributed to the appropriate program.

Note: The registration statistics do not include undergraduate and graduate independents and Continuing Education students. The 1979 figures show the student population as of October 14.

## FOR THE RECORD

This new, regular feature of *TTR* will feature a summary of decisions by such university bodies as the Board of Governors, Senate and faculty councils. We cannot always cover all such meetings and welcome the contributions of the chairmen or secretaries of these bodies. Feel free to call the Public Relations office at 879-8497.

### Board of Governors

At its regular meeting on October 11, 1979, the Board of Governors • appointed Mary Brian, Yao Boache, Gerald Dewey, Louis Francescutti, Dawn Johnson, Ray Martin and Michael Sheldon to the Supervisory Committee: Code of Conduct (non-academic).

- appointed R.L. Grassby and E.A. Lemieux as Board representatives to the search committee for vice-rector, academic.
- established an ad hoc committee to decide from what area of the university a replacement for Father Aloysius Graham on the Board should come.

### Senate

At its regular meeting on October 26, 1979 Senate

- approved the Arts and Science curriculum changes in English and Modern Languages tabled from the October 19 meeting as amended to allow for a special task force of Senate to study the area of scriptwriting in the university.
- approved priority procedures for

academic re-evaluation.

- rewrote and approved university-wide regulations concerning the repetition of courses that read as follows:

1. In general, a student may repeat a failed course only once. However, should a course required for a program be failed a second time, the student must appeal to the appropriate student requests committee for permission to take the course a third time, or for permission to replace the required course with another course.
2. A student who has received credit for a completed course may not write a supplemental examination.
3. A student who has received credit

for a completed course may repeat the course for personal reasons, for instance to meet an external requirement. The student's record will reflect the new grade, however, there will be no credit value associated with the grade. The original entry will be used for averaging purposes, except as provided by the additional regulations in the Faculty of Engineering.

4. (remains as proposed by the Registrar).

• approved the replacement of the failing grade "FF" and "FFNS" by "R", signifying that the course must be repeated.

MG



## Filmmaker Spry to visit

Filmmaker Robin Spry will be presenting his film *One Man* on November 2.

Spry, whose documentaries are well-known to film audiences has, in the last few years, carried his documentary concerns into the realm of fiction. Turning his interest in current politics into fiction, Robin Spry made the film *One Man* in 1977.

The story of *One Man* has been described by the *Handbook of Canadian Film* as follows:

"For a time it seemed that Jason Brady, star reporter for a Montreal television station had his world together: a lovely wife, three children, a nice home, and an exciting job that he liked and was good at. But sometimes just when the going is good life plays funny tricks on us. It puts us against unexpected realities. It demands action and forces introspection. From inside and out, it threatens neatly

ordered worlds with destruction... and so it was with Jason Brady..."

Robin Spry began his film career at Oxford and the London School of Economics where he made a number of short, dramatic films. He first joined the National Film Board in 1964 as a summer student, and in 1965 he began to work full-time with John Spotton as an assistant editor.

He was later assistant director on Don Owen's films, *High Steel* and *The Ernie Game*.

His feature film, *Prologue* was the first Canadian feature to be accepted at the main festival in Venice. *Action* and *Preaction*, explosive events which took place in Montreal and the reaction of Montreal's English-speaking population.

Robin Spry is presently finishing his latest feature, *Suzanne*. He will be speaking at 8:30 p.m. on November 2 in room 114-1 of the Fine Arts Building (1395 Dorchester W.).



## ATA GLANCE

The Early Music Ensemble of Concordia will be presenting a free concert of medieval, renaissance and baroque music on Wednesday, November 7 at 12:30 p.m. at St. Phillip's Church, just down the street from Loyola at Sherbrooke and Brock avenues in Montreal West....Two weeks ago, *At a Glance* reported that the fall issue of the *internal directory* would not be published. We stand corrected. Frances Weller, manager of Telephone Services, informs us that a new phone book should be out in about a month....The Quebec Drama Festival, which has often used Concordia's D.B. Clarke Theatre for its spring festival, has announced that its fourth annual Canadian One-Act Play Festival will take place at Phoenix Theatre, just next to Sir George's Victoria School, on November 7, 8, 9 and 10....Don't forget that November 16 is the deadline for written requests for second term weekend use of the Lacolle Centre.....Sylvia Tyson is at Loyola's F.C. Smith Auditorium tomorrow night....Radio CIRL 650 AM and the Loyola News is sponsoring a skatathon to aid the Montreal Association for the Blind. For more information, contact Janice Kobernick, 488-4622....Congratulations to Dawson College on being the first CEGEP to celebrate its tenth anniversary....Bryan Knight and Doug Long, two university graduates, have just published *The Laughter Book* with Musson books. The book, which is about using laughter for self-therapy, was researched mostly in the Norris Library....Jazz musician Kathryn Moses will be performing at the Campus Centre, main lounge, at 2 p.m. November 9....You can still give to the Centraide campaign. Donation cards should be returned to AD 303.....

## Learning styles seminar to be held

An advanced seminar on learning styles will be conducted next week by professor David Kolb who is an internationally-known organization consultant. Assisting professor Kolb on November 8-9 will be professor Hedley Dimock, Director of Concordia's Centre for Human Relations and Community Studies.

Kolb, who is the author of numerous books on the subject and teaches at Case Western Reserve University, will focus on the four stage model of experiential learning and the kinds of abilities a learner needs to be fully effective.

He will use his *learning styles inventory* as a basis for examining these four stages of styles.

The minor focus of the seminar will be the implications of learning styles and experiential learning to career choice and mid-life career development. Dimock will draw on his research comparing the experiential adaptive competencies in social work and engineering.

Participants will explore and discuss:

- their own learning styles along with the abstract / concrete and action / reflection dimensions using Kolb's inventory;
- the facilitation of communication between thinkers and doers;
- enhancing problem-solving and decision-making based on learning style preferences;
- how managers' learning styles affect communication and block the integration of functional units in an

organization;

- procedures to facilitate learning in groups.

The seminar will be held at the centre, 2085 Bishop St., from 9 am to 5 pm on November 8-9. The fee is \$150, and the number of participants is limited to 50.

### Notice

Concordia Health Services reminds its users that as of today, November 1, every Quebec resident needing medical attention must present a medicare card or pay cash. The money will be refunded by the Régie de l'Assurance maladie. The Health Care Centre will make exceptions only in an emergency.

## General Directive on the Use of the Armorial Bearings of Concordia University

In April 1977 the Board of Governors appointed its Secretary to act as administrator of the use and control of the Armorial Bearings of Concordia University. In carrying out this mandate, The Secretary is advised by appropriate persons as to the aesthetic, legal and commercial use and all other matters affecting the reproduction of the armorial bearings.

Any use of the armorial bearings, must, therefore, be authorized by me, as Secretary of the Board of Governors. Requests for the use of any part of the armorial bearings must be made in writing to me. Any unauthorized use should be brought to my attention.

R.P. Duder  
Secretary of the Board of Governors  
Bishop Court, A225-1



## Fear of flying and other phobias

By Mark Gerson

"There are about as many phobias as there are objects and situations in the world," maintains Concordia Psychology professor Anne Sutherland. "You can become phobic to anything."

Sutherland should know, for in her behavioural psychology practice she has treated people for a wide range of phobias including fears of elevators, airplanes, chairs, needles and even doorknobs.

Of course, every phobia has a fancy Greek name "with phobia stuck on the end" like the familiar claustrophobia (closed spaces), acrophobia (heights) and agoraphobia (open spaces) and the more unusual bibliophobia (books), sitiophobia (food) and photophobia (light). Nevertheless, says Sutherland "I don't even pretend to remember all the Greek names."

It's probably just as well. Attaching a multi-syllable unpronounceable name to something that can generally be cured "in a few weeks" lends an entirely undeserved air of importance to it.

That's not to say that phobias are not seriously debilitating, and often serious. Indeed, it's important that people do not see themselves "as being incipiently crazy" simply because they're phobic.

"A phobic reaction is a learned reaction," she says, "so it doesn't even fall into the same realm as most things that are called mental illness."

Just what, then, is a phobia? According to Sutherland, it's not simply a fear, but "an unrealistic fear which circumscribes your life in some way".

"Most phobias are based on something that most people would have some degree of reaction to. It's an exaggerated or out-of-proportion fear, and not necessarily something that nobody would have any fear of."

"Everybody is afraid of heights to some degree, but within our society we have everything from alpine climbers to people who won't stand up on a chair. The ones who don't stand up on a chair are, by definition, circumscribing their lives. If you can't go above the first floor in a building, there are all kinds of things you can't do."

"Just the idea that you can't do something that most people can has implications for how you look at yourself. Often, the biggest fear in phobics is: 'I can't go into a situation like that because I'm going to lose control.'

"So the first thing we have to do, almost always, is to say, 'Going into that situation may make you feel very uncomfortable, but you are not going to go bananas because you're in it.'

Phobias are learned reactions, says Sutherland. So treating them becomes "an unlearning process" that is "very, very fast" and "relatively easy".

"If my practice were made up only of phobics," she quips, "it would be very rewarding for me because the treatment is very fast-moving, and therefore very reinforcing to the therapist."

The "unlearning" procedure generally used is called "flooding", explains Sutherland.

"Basically, it's the old story that if you fall off a horse, you get right back



Anne Sutherland

on; if your kid's afraid of water, you move him closer and closer to the water.

"The re-education process is to prove that you won't go crazy, that you won't lose control riding in an elevator, for example. You may sweat, you may feel uncomfortable, but after you've ridden up and down and not gotten out, your body starts to calm down. It just can't keep that kind of arousal going. Your central nervous system can't keep you hyped up when nothing terrible is happening."

Sutherland maintains that knowing what caused the phobia, the "trigger" she calls it, may be interesting but it rarely helps the curer.

"Insight into the cause doesn't necessarily do a thing in terms of changing your behaviour," she says.

"While the phobia is developing from an uneasiness into a full-blown phobia, you tend to set it up so that you avoid more and more situations. And as you avoid more and more situations, you get further and further away from whatever triggered it in the first place. And more and more things can trigger it."

Sutherland illustrated this point with a personal example.

She never remembers being knocked over by a large Collie when she was three or four, but does recall en-

countering a dog, a "very aggressive, barking, growling kind of dog" on her way to school a few years later.

"I used to get very nervous when I got near this dog and would walk a block out of my way to avoid it. Over the years, my route to school became more and more circuitous as I tried to avoid more and more dogs, and smaller and smaller dogs. What started with a big antagonistic dog started going down to dogs in general."

"Around that time I said something to my parents about being nervous near dogs and they told me, 'Well, that's probably because you got knocked down.' Then I knew. I had insight, if you like. But it didn't change anything. I was still afraid of dogs."

Nothing changed until the family moved into an area where "everybody had a dog and all the dogs were allowed to go loose."

"So it didn't matter how I went to school, there was no way I could miss the dogs. They were all harmless dogs, but they looked terrifying to me."

"The point of the matter is, that after a week of going by and finding out that I didn't get bitten, and I didn't get killed and generally chewed to pieces, I started breathing again. I couldn't maintain my fear by never confronting it, so it very quickly went away."

Sutherland claims that what phobics are worried about rarely happens "because what people are afraid of is unrealistic." But she warns against confronting phobias without some kind of professional help.

"Exposure to the feared stimulus in a safe environment is needed. A non-organized exposure is not good. If it's reached a phobic stage, people can confront it in a way that will increase, not decrease their fear. There is a technique to doing flooding."

"I work very often with people who are plane phobic," she continues, "and what we do is fly. We fly back and forth to Ottawa and back and forth to Quebec City. I've been in situations where there has been very heavy weather and my reaction is 'That's terrific' because it's better that it happens while I'm there than later on, when they would have to deal with it by themselves."

According to Sutherland, there's a difference between what she calls "monosymptomatic" phobias, which have very specific foci—rats, planes, heights, for example—and "diffuse" phobias which enter almost every area of your life.

"You can put boundaries around monosymptomatic phobias very easily, but as soon as you get into something

like claustrophobia or agoraphobia, although it sounds like you should be able to put very tight boundaries around them, you really can't."

"Agoraphobia and claustrophobia are, in fact, very similar, even though they sound totally opposite. What we find is that people we classify as agoraphobic or claustrophobic really have a much more general fear of being evaluated, of being on display."

"The people who fall into these categories usually have a much more widespread series of situations that they are uncomfortable in and it seems to have to do with their own assertiveness and with their coping style with life in general."

Very often, says Sutherland, the symptoms of the phobia will overlap.

"A claustrophobic will tell you that he doesn't want to be in the middle of a row at a concert. Well, an agoraphobic will tell you that too; he doesn't want to be out in public."

Phobias in general, and diffuse phobias in particular, have been more common in women, says Sutherland, quickly adding that it's not for any biological or innate reason, but because "the social pressure against confronting allows women more leeway than it does men."

"Men aren't seen to be quite manly if they can't face a spider, but women 'are supposed to be' squeamish about reptiles and insects. If you're a businessman with motion phobia and you have to travel a lot, you really don't have an opportunity to indulge yourself. But it has been easier for women, especially housewives, to set their lifestyles up so they can, in fact, accommodate a phobia." With time and changing sex roles, Sutherland expects the differences to even out.

If you're phobic and want a cure, there are a lot of facilities around for treatment. Any practising behavioural psychologist or the behavioural unit in any hospital should have experience treating phobias.

"Generally speaking," says Sutherland, "if someone comes in with a phobia, predictably, they're going to be fine in a few weeks."

Anne Sutherland is an adjunct associate professor in Psychology at Concordia, and a practising behavioural psychologist at Montreal's New Clinic. The clinic, in addition to working with phobias, treats appetitive disorders (over- or undereating), sexual dysfunctions, marital and family interaction problems, alcoholism and drug dependence. Concordia Psychology professor Zalman Amit is also associated with the New Clinic.

## LETTERS

## Christine Allen comments on institute dispute

As a community newspaper, The Thursday Report serves as a forum for the views of those within the university. We have received a letter from Prof. Christine Allen on the Simone de Beauvoir dispute and invited Professors Robert Wall, Mair Verthuy and Sheila McDonough to reply to her comments. We are also printing two other letters on the subject. We hope that the airing of these views in the following pages will help bring about a speedy and satisfactory conclusion to the dispute.

## To the Editor:

I have read with much interest Principal Verthuy's Statement from the Simone de Beauvoir Institute in *The Thursday Report* dated October 18, 1979. I do not share certain of the perceptions of the present principal and would like to clarify for the larger university community these concerns.

My remarks will cover the debate about the original conception of the institute, the methods used to bring about a change in the orientation of the institute, and questions which I hope those involved at Concordia will ask themselves. In all three of these areas there are issues of contention.

I do not believe that the institute posed a threat to the principles or structure of the university, I believe that excessive means were used to change the structures, and I feel that those responsible for these excessive means should come to terms within themselves for these actions as well as make a public attempt to undue [sic] the damage which has been done.

In terms of the original vision of the institute according to Prof. Verthuy's account there was a dangerous aspect to the structures. By comparing two of the passages in her article some interesting implications become clear:

"Until a very late date Prof. Allen, who was the firmest proponent among the full-time faculty of the structures about which others had reservations, fully intended to apply for the position of principal."

The structure about which Verthuy has reservations is later described as: "a rather amorphous, possibly subversive entity; as an essentially non-academic support environment for women both within and without the university."

By implication I become the firmest proponent of a structure which was non-academic and subversive. There are several things which could be said about these innuendos and accusations.

The first one is that they are not true. My main interest was always academic.

This is why I decided definitely not to run as principal as early as the summer of 1977. As coordinator of the Women's Studies programme and director of the Women's College Committee on curriculum I sought above all to develop an environment which would foster learning.

It was also for this reason that the curriculum committee insisted on a common academic base for students of the Institute. This base was to be interdisciplinary and of the highest possible academic level.

The original Women's College committee saw the college as reaching out into four different areas: curriculum, structure, social activities, and community responsibility. Each student was expected to learn academic women's studies, how to take part in the decision making of the college, develop skills in non-academic, social areas, and recognize a responsibility to give to the community outside of the university.

These four areas were seen as complementary, not antagonistic. The tutor's function was to facilitate each student's participation in the four areas and to act as a resource person in her or his own area of expertise.

The original document divided its work accordingly into these four areas with the committee on structure being directed by Kathy Waters, social activities by Allanah Furlong, community outreach by Mair Verthuy, and curriculum by myself. In addition Allanah Furlong and I, in our function as co-coordinators of the respective campus program in Women's studies served as overall coordinators of the document.

The full-time directors of the committees assumed the major responsibilities of reporting back to the larger assembly.

Part-time staff and faculty and students also worked very hard during the two years of preparation. Among the group of 33 names signing the original document only 3 were not presently employed by the university. One was a teacher from Vanier who had taught Women's Studies at Concordia and who served as the liaison [sic] with the CEGEPS; the second was a woman hired by Manpower to function on the Loyola Campus; and the third was a representative of a woman's organization within the city.

These facts can be checked just by looking at the original document. The implication in the article by Prof. Verthuy that the institute had been created by people from outside the university and was influenced or run by these people is simply false.

The impression one gets from the combined articles of Provost Wall and Principal Verthuy is that the institute was in fact a danger to the university. They envisage themselves as saving the university from this danger or threat.

We must ask, therefore, did the institute in any way threaten or cause a danger to the university during its first year of operation? The answer is an obvious "no."

During its first year the institute functioned in a positive and complementary way to the university. It created an atmosphere of intellectual excitement and social dynamics which brought many new students to the university.

It sought at all times to incarnate the ideals of education to concentrate on the development of the whole person, to encourage women and men to discuss important issues in feminism together, and to press the frontiers of Women's Studies always further.

Not one incident during this year could be construed in any way as a danger to the university.

We must conclude then that Wall and Verthuy were acting not out of a situation of real danger, but rather of one of imagined danger. This means that the *fear of challenge* rather than real challenge became the prime motivating force for their subsequent acts.

This same fear has led to the need to redefine the past, to imply that the institute was created by irresponsible and potentially subversive people who were influenced by outside elements.

We must then ask: what could have caused such a strong fear of danger to justify the acts which have taken place recently? Possibly it included the potential of the Institute receiving a substantive budget, if Women's Studies were to be placed under its *perogative* [sic]. The question of the control of money, then could have been a factor.

Possibly it included the desire to build a power base which would enable the principal to hire whomever she wished, such as her own daughter as secretary of the institute.

Possibly it included the desire to have one's own ideas universally accepted by the members of the assembly so that one is not challenged to justify or explain.

Money, power and the persuasive control of ideas could all have played a part in the fear. It is difficult for anyone other than the person himself or herself to know the depths from which such a strong fear sprung. On the outside we can only look at events and wonder how they could have come about.

It is important, then, to list the events which occurred and then to discuss their

consequences for Women's Studies, and for the Simone de Beauvoir Institute, and for Concordia University. A third person must bear equal responsibility with Principal Verthuy and Provost Wall for what has happened. Prof. Sheila McDonough, who last year functioned as Associate Principal of the institute in charge of membership, is the present Coordinator of Women's Studies.

The intricate interconnection between Women's Studies, the institute, and Division Four makes the interaction between these three people extremely complicated. In spring the Women's Studies programme was moved out of the Center for Interdisciplinary Studies because of the problem of the overextension of the coordinator who had to be responsible to her own department, the center, and the institute.

It was placed in direct responsibility to Provost Wall until such time as Senate approved the principle that colleges could have programmes in addition to courses. This means, in effect, that Provost Wall is de jure director of Women's Studies which is de facto run by a majority of the tutors in the institute. All the while there is a concern to claim that the Women's Studies and institute are entirely different.

With this background then it is possible to look at the events which have occurred since last spring.

1. In April Prof. McDonough brought to the assembly a proposal for a change in membership criteria which both took away the requirement that students take the introductory course in Women's Studies and that they must attend two of the four assemblies. This suggestion was defeated by the assembly on the grounds that it was important for all members to have a common intellectual base as well as to take responsibility for the decision making processes of the institute.

2. In June, Principal Verthuy brought to the assembly a proposal for extensive revisions of the structures of the Institute which demanded a simply 'Yes' or 'No' vote. This proposal was defeated on the grounds that the proposals had not been preceded by an evaluation which allowed each committee, the council, and assembly to examine their effectiveness first before proposals were given for their change.

It is important to note that Greta Nemiroff had been running these meetings, because she had been democratically elected head of the assembly during the preceding autumn.

It is also important to note that Kathy Waters and Christine Allen began a leave

## Letters on the Simone de Beauvoir Institute

of absence June 1.

3. At the end of June a meeting was called of full-time faculty in Women's Studies plus one of the tutors who did not teach Women's Studies and one fractional Women's Studies teacher. All part-time teachers were excluded for the first time in the history of the programme. At this meeting the 'principle of rotation' was established in which teachers of the introductory course would be rotated.

One significant issue here is the claim that whoever teaches the introductory course gets to gain control over the thought of the incoming students. It was believed that students voted as Greta and I wanted, not because our reasoning was good, but because we had an invisible control over their thought.

It should also be noted that the principle of rotation was established without any consultation with those of us who had taught the course for ten years.

4. In the middle of August Prof. Sheila McDonough, who assumed the position of Coordinator of Women's Studies wrote letters to Greta Nemiroff, Monika Langer, Pat Armstrong, Marian Patterson, Allison Hall, and Sylvie Tourigny informing them curtly that they would not be teaching that fall because of the desire to put full-time faculty into the introductory course.

In this act Prof. McDonough dismissed Greta Nemiroff, who had been an excellent teacher in Women's Studies, not because of her work in this academic area, but because of her position as head of the assembly. All the while it is claimed that Women's Studies has no connection with the institute.

In this act Prof. McDonough refused to hire two outstanding people who were willing to bring their expertise to the programme. Dr. Langer (Ph.D. Toronto) had been a professor at Yale; and Prof. Armstrong a teacher at Vanier had published a significant book on women in the work force. These two women, with Prof. Nemiroff had been working since spring on the course, ordering books and integrating lectures.

In this act Prof. McDonough rejected the important concept of team teaching which had been at the core of the interdisciplinary structure of the course.

In this act Prof. McDonough rejected the notion of conferences to help students integrate the material from the lectures into their personal lives. One of the conferences was held in French to offer those fluent in French to work within that language.

In this act Prof. McDonough betrayed a trust which had been established within the programme for several years. I had made commitments to these people in good faith as I had always done in the introductory course. She chose to follow a legal out by breaking a moral promise.

5. Provost Wall backs Prof. McDonough's decisions thereby breaking assurances he had given to me in the spring. He tried to justify the change citing financial pressures. However, I had always been assured that if the enrolments merited (being well over 60 students each term) that two people could team-teach the course instead of breaking it down into two smaller sections.

It should also be noted here that Provost Wall had appointed Prof. McDonough as Coordinator of Women's Studies without using a search committee even though members of a committee had been selected previously.

6. Rose Tekel was then given the introductory course. Pat Morley then replaced Rose who was supposed to teach the advanced course in Women's Studies.

It should be noted that Rose Tekel is not a full-time faculty member and therefore that the reason cited for Prof. Nemiroff's non-renewal was invalid.

It should also be noted that Prof. Tekel has not completed her Ph.D. nor has she published in interdisciplinarity or Women's Studies.

Furthermore, the shunting of students from the advanced interdisciplinary seminar into an English course does not fulfill the purpose of the advanced seminar which is to help students to pull together the knowledge of the various disciplinary approaches to Women's Studies around common themes.

The function of the introductory course, in contrast, was to provide an example of interdisciplinary thought by arranging material from different disciplines under a schema of concepts relating to woman's identity.

7. The students reacted in protest to the change in structure and personnel in the programme.

It is not surprising that this reaction occurred. Prof. Nemiroff and I have taught nearly 1500 students in the introductory course over the last ten years. Many of these students were deeply affected by the course.

Many of the advanced students were upset that the programme had lost its balance between interdisciplinarity and disciplinarity.

Outrage was felt at the timing and callousness of the dismissal of people who had given so much to the programme and to the Institute.

Finally, reaction increased when it was met with a cool and ungenerous response by Prof. McDonough, Principal Verthuy and Provost Wall.

8. Guards and high university administration were used to reinforce the decision at the first lecture of the introductory course.

Students boycotted the course until only 11 remained.

9. At the first Simone de Beauvoir

Institute assembly meeting guards were also present. The principal of the institute did not listen or respond to the students' recognition that the powers of the assembly, and therefore their decision making opportunities in the institute, were being taken away.

Therefore, the assembly voted to disband.

In both the class room and assembly Provost Wall was present to 'defend the university from dangerous elements.'

We are now in a situation which has badly polarized those most involved. The Women's Studies programme has been damaged in the undermining of its interdisciplinary base, the Simone de Beauvoir Institute has been damaged in the destruction of the cooperative working of students, staff, and faculty, the university has been damaged by the creation in the public mind of an image of chaos, ruthlessness, and bitterness in this college.

Paradoxically then, we have a situation where a *fear of danger coming from the outside* has brought about an *overreaction of administrators on the inside*, which in turn has brought *real damage to the university*. The very people within the community whom we wanted so much to feel at home in Concordia are now alienated or afraid to come. The decisions to reject two teachers who are highly respected in the CEGEPs have done serious damage to our relations to this important segment of the community.

The rejection of constructive contributions of women who are involved in community projects have led them to conclude that the institute, as an academic unit, does not respect them or intend to welcome them. The creation of a climate of distrust and ugly struggle will scare away from Concordia's Women's Studies many women who are just getting courage to come back to school. The tragic aspect of all this is that it never needed to happen.

Let us assume that Principal Verthuy, Provost Wall and Prof. McDonough were all correct in their assessment that the structure of the institute had to be changed. Even if they were correct, if they had gone about attempting to explain the reasons for their views slowly and patiently to the members of the institute; if they had tried even once to convince us, to say nothing of taking a year or more to slowly effect their desired change, then probably none of the extreme reactions which have occurred would have happened. More than anything those of us involved feel that the methods used to achieve the desired ends are at the deepest level of the reaction of a sense of betrayal. It is obvious that the three responsible persons have acted in a way unbecoming for university members. It is significant that the ombudsman has

been requested by myself and by Mrs. Nemiroff to reach a decision in this case. We await eagerly a public statement of the findings of this office.

The irony that Principal Verthuy in her article in *The Thursday Report* tries to present herself as a champion of consultation through 'reasoned discussion' is acute. She states that:

"Transformations are achieved through reasoned discussions and intellectual ferment."

Principal Verthuy has not shown any of us that she is truly interested in 'reasoned discussion'. Instead the institute has progressed until now it is a place where the tutors decide, in, through, and for the tutors. This attitude is hardly consistent with the view that all women and men have something of value to contribute.

It is Principal Verthuy, standing as the intermediary between the provost and the Coordinator of Women's Studies, who could have at the outset intervened to bring about the reasoned discussion which was needed. Most people agree that the main problem with the structures during the first year was that they made things take too much time and that they encouraged overextension of students and faculty.

Surely these problems could have been worked out slowly through consultation with the members of the committees, the council, and the assembly. Surely dissent should have been worked out *within these parameters* and not by firing some dissenters or waiting until other dissenters go on leave.

In conclusion, I would have to say that yes, it is true that the Simone de Beauvoir Institute is alive. However, it is very, very sick and needs medical help very much. It needs diagnosis and treatment. It also needs prayer.

Christine Allen

## Mair Verthuy replies

To the Editor:

Professor Allen demonstrates in her letter a fine creative talent of which I had hitherto been unaware. One of the advantages of such a talent is that it allows one to describe - inaccurately - events at which one was not present, to impute to others invented motives without adducing any evidence, and to gloss over one's own activities.

In the statement I prepared for *The Thursday Report*, I took great care to

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recognize my own responsibility in the events that have occurred to date. It is then both surprising and distressing to find a colleague engaging not only in misrepresentation but also in personal and scurrilous attacks on other members of the University.

A few examples will suffice to reveal the method used.

Professor Allen states that "Professor Tekel has not completed her Ph.D. nor has she published in interdisciplinarity or Women's Studies". Only the first half of that statement is true. It would be equally true to say of Ms. Nemiroff that she has not completed her Ph.D., but the statement appears here to be relevant in one case and not in the other. These indirect aspersions on Ms. Tekel, I may add, are something new, as two years ago Professor Allen herself recommended that Ms. Tekel be appointed Coordinator of Women's Studies and has since consistently praised her work.

What then can have motivated her sudden - and distant - *volte-face*?

Elsewhere, Professor Allen indicates—to my surprise and, I have no doubt, to that of the provost and the vice-rector—that the possible transfer of Women's Studies to the institute included the potential of a substantive budget (!) and a great deal of power. This, I am sure, will also come as a shock to all coordinators of interdisciplinary programmes within the university. When Professor Allen was coordinator, she certainly made it clear to us that she controlled such large sums of money and exercised such power. Why then is she suggesting that others would?

In an attempt to impugn my integrity and with a fine careless disregard for accuracy, Professor Allen states that I have used my power to hire my daughter as secretary of the institute. This is not now nor has it ever been true. It is true, however, that she works on a casual basis for Professor Tobias, putting in as much as fifteen hours in some weeks, none or much fewer in others. This is not the power that ambitious people might dream of. It is again unfortunate that Professor Allen should be using what one can only call smear tactics. It is gratifying, however, to note that this was the best (or the worst?) that she could produce.

One could continue to find other examples throughout Professor Allen's letter, but I think these speak for themselves. I could have wished that the readers were not exposed to them.

Mair Verthuy

Principal

Simone de Beauvoir Institute

## Sheila McDonough replies

To the Editor:

I saw a copy of Dr. Allen's letter Monday night, and, deadlines being what they are, had only a few hours to think of an appropriate reply. My main response is one of considerable concern at the impropriety of airing matters of this kind in the press. In my fifteen years or so in the university, I have known of disputes of many kinds among faculty members—it is part of our normal professional life to argue with each other. But I cannot recall ever having known of disputes about qualifications and course content being carried on in this manner.

At the first meeting of the Women's Studies Instructors in the fall, I was given a vote of confidence. Since the majority of my colleagues in the programme for which I am responsible have thus indicated their satisfaction with the actions I have taken, I see no reason to defend them further.

Every paragraph of Dr. Allen's letter contains in my view misrepresentations and inaccuracies. But these are the kinds of bones of contention that should, as I see it, be debated in the manner normal to our profession, and not in this public way. If every time two professors have a difference of opinion, one insists on writing it all up for the whole community, I think our profession will be seriously degraded.

Note, dear reader, in this epistle to the Concordians, the facile ease with which she imputes motives to her colleagues and the Provost. The trouble is, recalcitrant souls that we are, that we do not see the need for the particular form of spiritual direction she offers.

She may think she can read our souls; actually we cannot acknowledge, for good cause, that our motives are what she likes to think they are. It should be noted that she has made no effort whatever to communicate directly with me since I became coordinator. And this after at least five years of working together on the programme.

Re point one of events as she sees them. My recommendation, which is duly recorded in the minutes, was that members of the institute should 'normally' take the introductory course. This word indeed offended some at the time. The intention was to leave room for exceptions, such as science students.

Dr. Allen's comments on Professor Verthuy's daughter strike me as immeasurably vulgar. The fact is the young woman worked for me last year, and for Professor Tobias this year. I was delighted to obtain her services after I had spent several difficult months trying to do a registrar's job for the college without adequate secretarial help. Her appointment was confirmed by the Appointments, Staffing Review Committee. We had a large turnover of secretarial staff in the first year—at least six that I can remember. She works from 10-15 hours a week at slightly above minimum wage. She most certainly has that job because I wanted and needed her help.

There is a certain absurdity about this procedure in which statements are made as to the 'original vision' (it is generally known that it was my idea) of the institute, etc., without any recourse to the voluminous documentation which exists. If the equivalent of a Royal Commission wants truly to look into all this, there are minutes, witnesses etc. etc.

What I perceive in the epistle is a devious manipulation of the evidence for the purpose of creating a myth. Dr. Allen, we know, dotes on archetypes. She has written a novel about the archetypes that have haunted her consciousness. It is this personal vision of hers that has shaped the archetype notion she has put into the introductory course. Now she is at work on a new myth.

Once upon a time a wicked Provost and two frightened lady professors, scared by a mysterious threat to the university, lost their heads and did bad deeds. They betrayed the guardians of truth and light. In their ignorance, they fouled up the work of the pure. Never mind—doubtless she will be back to lead the sinners back onto the paths of righteousness. Or so she thinks.

Sheila McDonough  
Coordinator, Women's Studies

## Greta Nemiroff comments on institute dispute

To the Editor:

The central issue underlying the recent debate and upheavals in both the Women's Studies Programme and the Simone de Beauvoir Institute

concerns the nature of feminist education. It is essential that this point be emphasized in view of the fact that the present régime within the institute as well as Provost Wall have concocted a false dichotomy between themselves (characterized by words such as "responsible" and "academic") and their opposition whom they characterize as volunteers, seemingly uninterested in either academic content or standards, who are dedicated to "subversion" and the maintenance of an "amorphous...support system."

The present struggle has nothing to do with this artificial polarization. It has to do, however, with differing interpretations of what is an appropriate education for and about women; in short, what is a feminist education and how it is related to structures outside of the classroom. While Professor Verthuy has publicly stated that the Simone de Beauvoir Institute is not feminist, many of us who worked so hard on its founding and during its first year had different intentions.

The very basis of feminist education is that it is holistic in nature, taking into account the need for research and the sharing of information as well as the validation of women's perceptions and their right to self-definition. It must take notice of the historic fact of women's oppression as well as the consistent exclusion of women from both the content and institutional structures of traditional education.

In order to counter the eroding effect of these historical disadvantages on women's confidence, much attention must be given to their need for support. For these reasons, feminist education cannot be appropriately or consistently offered in an environment where individuals are not perceived as sovereign and in which their voices may only be very dimly heard through the tangled lines of a "consultative" hierarchy.

A hierarchical structure is an anathema to feminist education because it *per force* reinforces the authority of figures whose presence in that capacity is evidence that they have been validated by the very hierarchy which has traditionally oppressed women.

The founders of the Simone de Beauvoir Institute realized that the university is a hierarchy and that the institute's officers would have to be acceptable to the university. However, we had hoped that it was possible to devise democratic structures within the institute which would then interface with the external university community through its officers, the Principal and

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the two Associate Principals.

While both Professors Verthuy and Wall have assured us all that the institute was "not working" and was contrary to university policy, they have never identified exactly how the institute did not function and *which* university policies were contravened by its structures.

To be sure, the well-being of the original model of the Institute depended on an atmosphere of openness and honesty where ideas could be freely exchanged. Professor Verthuy concluded her statement with an attestation to the value of debate and furor. Elsewhere she extols the triumph of the democratic process in the choosing of its name. These public statements of hers make her readiness to solicit and adhere to the provost's memo most bewildering to those who were so summarily disenfranchised and dismissed on the basis of these moves.

Another aspect of feminist education is that of scholarship. The absence of structural hierarchies does not mean that formal structures of scholarship and knowledge are devalued. There are always people who know more than others on any given subject. The service that feminist scholars can discharge is in the sharing and furthering of their knowledge.

They serve as purveyors, receptors and reflectors. They pass on the results of their own studies, they receive additional information from the experience of their students, and they reflect back the products which their own thought processes and knowledge have brought to bear on this composite experience. This kind of education can only exist in a collaborative and supportive environment.

Everyone is perceived as a "knower" whose experience is worth examining. Because the nature of women's experience does not always run along those paths schematized by men in their organization of knowledge, the development of a feminist epistemology can often be hampered through strict adherence to the existing disciplines.

Thus, an interdisciplinary component is essential to feminist education.

At Concordia, the abrupt, unexplained, and undebated changes in Women's Studies curriculum, have been totally contrary to the collaborative model of feminist education which had previously been the practice both in the Women's Studies Programme and the curriculum committee of the Institute itself.

Women's Studies programmes do not usually fare well in the male academy. Through their marginal place in the

structures, they are often the first to be dismantled in times of retrenchment. At Concordia the Simone de Beauvoir Institute was one locus where women might have learned to validate their perceptions by being able to create structures appropriate to their experience.

Through active participation in the decision-making and implementation processes, coupled with continuous exposure to women's writings, history, and varying ideologies, we might have created an exemplary feminist institution. Professor Verthuy asserts that at no time was there an intention that the institute be governed by one ideology or set of beliefs. One wonders how she can reconcile this notion with the fact that the only "meaningful voices" within the Institute now belong to a small group of people hand-chosen by her.

Surely the use of raw power to disenfranchise the many and impose the will of the few must be regarded as the imposition of a single ideology. Perhaps what she means is that pluralism is fine as long as actual power is invested in the select few; that freedom of speech is fine as long as it is unaccompanied by freedom of action.

Professor Verthuy expresses great hope for the evaluation which she is belatedly instigating. This is gratifying in light of the fact that she vigorously opposed any attempt to get an evaluation going before. Many of the people who participated in the Institute's first year have dispersed; perhaps more desirable results can be gleaned from the small remaining and new population. Recent events have surely contaminated the sample far past the range of credibility, if not credulity.

It would have been interesting, had the evaluation recommended by the original *Submission* been carried out in a less toxic atmosphere. Then one could have found out what indeed had and had not worked in the original model. As it is, we will never know; that data about the first year of the Simone de Beauvoir Institute is lost. The Simone de Beauvoir Institute was created to train women for self-definition and self-determination.

This aspiration has been destroyed by the use of power such as the calling in of university guards to "control" the students; the original hopes have been destroyed by unilateral decisions on the part of the university administration in collusion with the officers of the de Beauvoir Institute. While the use of force in the oppression of women is hardly news, it is rendered particularly distasteful by the

fact that this time it was carried out in the name of sisterhood.

Greta Nemiroff

## Students protest

To the Editor:

We the undersigned would like to protest most vigorously the following statement made by Mair Verthuy in the October 18 issue of your paper:

"The Simone de Beauvoir Institute is alive and kicking; that is, if all those (or even a goodly number thereof) who attended the Oct. 4 assembly were members. No doctor has yet handed out a death certificate to a body so full of organized and directed energy."

The body to which Mair refers is in fact a corpse because at the October 4 meeting the overwhelming majority of those present voted that the Simone de Beauvoir Institute be dissolved. We are astounded that Ms. Verthuy would wish to be identified with the organization and energy of the students and faculty and staff that she herself disenfranchised at that meeting.

Ms. Verthuy is understandably coy on the subject of membership. The Institute since its inception has never had a complete membership list. Moreover, this year students experienced extreme difficulty in attempting to become members, indeed many people only received notification

of current membership after the Oct. 4 meeting, and many are still waiting. Others are still waiting for their invitations to the promised membership information meetings.

While the principal appears to celebrate diversity and the vigour of opposing views, it is clear from her actions that she can tolerate these only within a structure where the range of her control renders debate ineffectual. She has effectively squashed both the "reasoned discussion" and the "intellectual ferment" she claims to be necessary conditions for transformation.

For these reasons, we have taken our energy, organizational skills, and intellectual aspirations away from the now moribund Institute. Verthuy curiously asserts that the Institute must be vital because its opposition is so energetic. One has simply to walk through its deserted rooms to know that she is misrepresenting the present state of the Simone de Beauvoir Institute.

community, we are appalled at the betrayal of the Institute's original ideals. Therefore, although we are not able to support the present condition of the Institute, we consider ourselves morally obliged to maintain a public surveillance of its activities and policies.

Pamela J. Nash

The letter was co-signed by approximately 35 other students.

## Statement by Provost Wall

The Simone de Beauvoir Institute has begun its second year of operation. The first year has appeared to be a remarkably successful one. Even a cursory scanning of the annual report would lead one to believe this.

Why, then, did the second year begin with loud denunciations, classroom disruptions, boycotts, assembly votes of censure and dissolution to the horror of most of us and to the obvious glee of others? The problems of the second year can be found just below the surface from a careful study of the planning year and the first year of operation.

The Simone de Beauvoir Institute has always contained within it the potential for this disturbance because from the very beginning it has housed at least two distinct views of feminism.

On the one hand, there are those who view the institute as a consciousness raising support structure, concerned

with today, with the plight of women in a patriarchal society.

These institute members took advantage of the fact that Concordia University was receptive, through its "college" concept, to new ventures and educational experiments. But essentially they cared very little that the institute would be connected with an academic institution.

On the other hand, there were institute members who were equally concerned with the plight of women in a patriarchal society, but who wished the institute to become a serious academic venture—to study, with all the methodology of scholarship, woman's past, woman's current role in society, the psychology of woman, etc. to the end that better understanding herself she might move to change what is unacceptable.

This second group cared very much that the institute existed within a

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university environment and could not be very comfortable in any other environment.

When the institute dossier was drawn up, these differences were papered over in a concern to get the concept approved by the provost, the Faculty, the Senate and the Board of Governors.

When I first read the proposal to establish a Women's College, I notified the two spokespersons of the planning group—Allanah Furlong, then Coordinator of Women's Studies on the Loyola campus and Christine Allen, then Coordinator of Women's Studies on the Sir George Williams campus—that I was deeply concerned about the administrative structure proposed. I told them from the very beginning that the principal of the institute would not be appointed by the assembly; there would not be a popular vote; the principal would be appointed by the Vice-Rector, Academic upon my recommendation and that I would be willing to be guided in my recommendation by the advice of the membership through an elected advisory committee. This in fact was what was done.

I told the advisory search committee for the selection of a principal that the principal reported to me. In addition, I insisted that university policy was to have priority over assembly decisions (as agreed by the Board of Governors' motion of approval), and I insisted that care be taken to identify full members.

Then, and only then, could I support the dossier for the establishment of the Simone de Beauvoir Institute as a support structure involved in para-academic activities as an interesting alternative experiment in governance.

Last spring, however, the Simone de Beauvoir Institute voted to end the distinction between the institute and the Women's Studies programme (a degree granting programme in CIS). This request was brought to the Council of the Arts and Science Faculty and was approved by council. Before carrying this proposal to Senate (which would be necessary because it would give a "small unit such as a college" a degree programme—a concept still under debate at Senate), I decided to have another look at structures.

Now we were being asked to grant to an open assembly jurisdiction—not over a co-curricular programme but over an actual degree granting programme. I was determined to ensure that an academic degree granting programme would fall under the jurisdiction of the full-time faculty of the university.

Before bringing the proposal to

Senate, I decided to visit the June assembly of the Simone de Beauvoir Institute to obtain a first hand view of how things were going and also to indicate to the assembly that if the Women's Studies programme was to be placed in Simone de Beauvoir, some mechanisms for faculty supervision would have to be created.

I found the June assembly of the Simone de Beauvoir Institute an appalling meeting. There were absolutely no criteria cited for speaking privileges and no way to determine who had the right to vote.

Literally anyone walking in off the street and recognized by someone in the room was granted privileges. (This same condition existed at the October assembly which voted to dissolve the institute; a check of the attendance indicates that 25 of those present and voting were not members of the institute and some, including the chairperson of the meeting were not connected in any understandable way with Concordia.)

It was clear to me that the full-time faculty of Concordia were not in control of the assembly and that, therefore, I would be derelict in my obligations to the university if I agreed to place an academic programme in the institute. I would need a clarification of the powers of the assembly vis à vis the full-time faculty and vis à vis the principal. The result of this was the memo to Principal Verthuy which has been published earlier in *The Thursday Report* and which I believe set out the bare minimum of how an academic degree awarding institution must govern itself.

Much anger has flowed from my decision to insist that the power of the Simone de Beauvoir Institute must be in the hands of the full-time faculty. In insisting on this, however, I was not trying to take away anyone's institute. There is a place for students, staff and part-time faculty in Simone de Beauvoir.

But I believe that the institute has opted to become a serious academic venture—that those who wish to pursue the serious study of women's nature and current condition have determined to do that with the institute's modified structure. They have my wholehearted support.

I am sorry that others see this as a betrayal and I am sorry that they have felt it necessary to withdraw. But the type of support structure they desire does not need the university to prosper. A serious academic and scholarly approach to Women's Studies does, and I believe my decisions concerning Simone de Beauvoir's structure were in the best interest of the academic community.

## Validation of Concordia Identification Cards

Members of the Personnel Department will be situated in the lobby of the Hall Building and the Norris Building, according to the following times, in order to validate all full and part-time staff and faculty identification cards.

Monday, October 29...11 a.m. - 8:30 p.m. (Hall Bldg.)

Tuesday, October 30...11 a.m. - 8:30 p.m. (Hall Bldg.)

Wednesday, October 31...11 a.m. - 8:30 p.m. (Norris Bldg.)

Thursday, November 1...11 a.m. - 8:30 p.m. (Norris Bldg.)

Although the prime purpose of this exercise is to validate Concordia I.D. Cards, we will be prepared to issue new I.D. cards to any staff or faculty member who requires one.

Part-time faculty will be asked to produce a copy of their contract.

## Having trouble finding *The Thursday Report*?

If you're having trouble getting a copy of *The Thursday Report*, please let us know either by telephone 879-8497, or by letter, Room 213, Bishop Court, Sir George Williams Campus.

Otherwise you can get a copy from a box at the following locations:

### *Sir George Williams Campus:*

Lobby, seventh floor and tenth floor of the Hall Bldg.

Fine Arts Bldg.:

Lobby and sixth floor of the Norris Bldg.;

Victoria School;

BE or 1249 Mackay St.

### *Loyola Campus:*

First and second floor of the Administration Bldg.;

Lobby of Hingston Hall;

Campus Centre;

Bryan Bldg.;

Lobby of Vanier Library;

Drummond Science Bldg.

## Deadline for Gallery submissions

The next Gallery show will be made up of a "Solo" or "Group-Show". It is hoped this will allow students who have sufficient amounts of work to present their work as a unit.

The jury will be made up of the top ten rated artists in the present student show.

Photographs and small works on paper (not larger than 16" x 20" only) may be presented in portfolios and larger works on slides.

Deadline for submissions is November 8 and works should be left at Room 109 (Art Supply Store) between the hours of 10 a.m. - 4 p.m. and 6 p.m. and 8 p.m. from Monday to Friday.

Now it is time to put the harsh words behind us and to pursue our scholarly goals with vigour. The Simone de Beauvoir Institute has played a leading role in focusing the attention of Canadian women on societal issues of importance to them. It will continue to play that role by

bringing together the best minds that Concordia has. We can effect change quietly and efficiently. The time for shouting is over; the time for action is at hand.

Robert E. Wall  
Provost, Division IV

## SGW Schools: clearing ground for educational problems

By Beverley Smith

Did you know that the Sir George campus is home to Montreal's oldest private commercial school, as well as to an evening high school?

The Sir George Williams Business School, founded in 1873, offers a daytime Secretarial Science program and evening business program in the YMCA building on Drummond Street. Its "sister school," the Sir George Williams High School, has been in operation for some 50 years and offers evening high school courses in the same location.

Over the years the schools became associated with Sir George Williams College, later Sir George Williams University, before becoming integrated into the "Concordia complex" after the Sir George-Loyola merger in 1974.

John Saunders, director of Sir George Williams Schools, has been closely involved with the daytime business school and academic evening high school for nearly 25 years. That's why Saunders feels a keen personal commitment to maintaining the schools' reputations of excellence.

Saunders first served as a teacher and administrator in the schools, then as headmaster (from 1964 to 1974), before taking on his present position as director, which he has occupied since the merger. As of January 1 Saunders will also be assuming the position of director of development for Concordia.

The Sir George schools, which Saunders says have become a "clearing ground" for educational problems over the years, are open to the Montreal and Concordia communities.

They offer a number of advantages over other schools. For example, although students in the daytime business school program are normally required to possess a "high-school leaving certificate," the school will accept students who are missing only one or two credits and allow them to make up the credits while working toward a Secretarial Science diploma.

"This means," says Saunders, "that students do not lose a year making up credits. They are admitted into the course with the proviso that they will obtain their diploma only after getting the high-school leaving certificate."

They can do this, he adds, by writing the school's own internal exams, which are "the same in content as the provincial exams but are made up by the school's teaching staff."

Another advantage offered by the daytime business program is that it lasts only 38 weeks.

"This is a strong selling point with students," says associate director Vicky Lavigne. "Within ten months we can have students prepared on the job market."

"I had one student," she continues, "who came here at 16 after finishing high school. Nine months after starting here, she had an extremely good job."

Ms. Lavigne credits such results to the excellence of the business program, which provides students with a thorough background in business skills ranging from accounting, business arithmetic and business English and French to shorthand, typing, filing and office practices.

Many of the students (almost exclusively women) who are enrolled in the daytime business program are Sir George BA graduates seeking business training to supplement their academic background.

Others taking the Secretarial Science program are foreign students or students from outside Quebec who can bypass the CEGEP system and go directly from the business school to university.

"Mature students" likewise often take the Secretarial Science program before entering the Mature Students' program at university.

Altogether about 15 per cent of Sir George Business School graduates continue on to a university education.

"If you trace the origins of Sir George University," comments Ms. Lavigne, "you'll find it begins with the Sir George Business School."

Although the school is not in the business of finding jobs for graduates, it offers an important internship program which many of its students find invaluable for "landing work in the job market."

Students in the internship program spend two weeks out of the 38-week academic year, usually in April, working for various firms throughout the city.

As a result, says Ms. Lavigne, many of them receive job offers from the companies temporarily employing them.

"We never have enough graduates to go around," she says. "In the 100 years we've been in operation, we've never been unable to place graduates."

As a service to Sir George, she adds, "because they appreciate the quality of our graduates," two of the companies employing students come down to the school and put students through "mock interviews."

"When these students finally do go



Vicky Lavigne and John Saunders

out for a real interview, at the year's end," says Ms. Lavigne, "they'll have been exposed to the real thing."

The school also encourages its graduates to provide feedback on how they're faring on the job.

"In the ten years I've been here," Ms. Lavigne states, "I can't honestly say that one person has been unhappy, or that our graduates have not been competent."

The business school also runs an evening program, with basically the same courses as those given in the daytime, except that the demands on students are not as high.

"For example," explains Ms. Lavigne, "students in the day program can attain as high as 120 words per minute in shorthand (100 is required to get a certificate), but in the evening they may only get as high as 80."

Since the evening business program is strictly a non-credit program (as opposed to evening high school courses which people take for credit), it tends to be geared, says director Saunders, to "secretaries who want to get a promotion."

It's usually directly related to remuneration," he says. "A lot of youngsters, for example, learn to type to get a promotion."

About a third of these are men.

The Sir George Williams High School, which offers academic evening courses to students, also affords certain advantages.

Says director Saunders, "since it operates in the evening only, it gives men and women employed during the daytime the opportunity to secure a high school education identical to what the student can get in a public day school."

Often, he explains, day and evening credits are not equivalent, and students who transfer from day to evening classes don't get "credit for credit" equivalency for their work.

"By coming to Sir George," says Saunders, "since we offer the same curriculum (set down by the Quebec Ministry of Education) as in the day high schools, the student can be ensured of getting credit for credit and can therefore save a lot of time."

The high school also offers a summer program which allows students to make up one or two missing credits and qualify for CEGEP in the fall. This would be impossible to do in the public sector, says Saunders.

Not all of the Sir George High School students, though, are people who are

finishing high school.

"You may get second- or third-year Engineering students from Concordia with math problems," says Saunders, "who apply to university as mature students but have certain weaknesses.

"They may be missing a high school background in math, so they take it here concurrently with their university program."

The same is true, he says, for foreign students with an inadequate command of English.

Another strong point of the Sir George Williams School is its teaching staff.

"We pride ourselves on having excellent staff," Saunders states. "I have a file of 400 people who want to teach here. I can be very selective."

Staff turnover is low, averaging around five per cent. People teach at Sir George, says Saunders, because they want to. Evening high school staff may be school principals who want to teach but don't have the opportunity in their own schools, or retired teachers wishing to have contact with students.

Most of the part-timers, who teach in the evenings, are almost exclusively people who work in the daytime for one of the local, public school boards.

Another point Saunders emphasizes is that many teachers in the Sir George Williams Schools are themselves graduates of the Sir George system.

"They've gone to Sir George or McGill to do their BA," says Saunders, "and then come back here to teach."

These teachers, he points out, have a strong sense of commitment to the students.

Though normal enrolment averages around 35 to 40 students in the day program and 700 to 800 in the evening (approximately six percent are francophone) the transit strike in Montreal, as well as the civil servants' strike, are playing havoc, says Saunders, with this fall's enrolment figures.

This means, he says, "a large segment of our clientele who are missing one or two credits don't know their results and aren't going to school."

If there is sufficient demand and if time permits, says Saunders, provisions may be made to allow students to register late and make up any lost classes.

Saunders hopes more people will become aware of the special advantages the Sir George Williams Schools offer the public.

## Laughing continued from page 1

humour, there's no reason other people shouldn't."

Goldner defines laughter as an "internal convulsion, producing a distortion of the facial features, resulting in the baring of teeth and usually involving the emission of indistinct noises such as snickering, cackling or gurgling."

The way someone laughs, he says, can tell you a lot about them.

To gauge the "mirth rate" of the workshop participants, Goldner told the following story.

Children from a variety of countries were in Africa with their families, who were working on a UN project. When asked to write an essay on the elephant as a school assignment, they came up with titles that reflected their social conditioning. The German student entitled his essay: "The Origin and Evolution of the Elephant: A Scientific Approach". The French student put: "The Love Life of the Elephant." The African student called his essay: "Colonialism and the Elephant". The U.S. student wrote: "The Elephant: Its Commercial Use: Suggestions for Marketing and Packaging." The Canadian student's version was: "The Elephant: A Federal or Provincial Responsibility."

By then having achieved his goal of seeing if the audience was susceptible to laughter, Goldner went on to expound on how laughter can be beneficial.

Laughter, he says, is a perfect way to stop taking life too seriously, which is the root cause, he claims, of people's psychological problems and hang-ups.

"People are constantly catastrophizing, awfulizing, disasterizing and agonizing in situations that are nothing more than pain-in-the-assizing."

If we can puncture this type of exaggeration with humour he says, we can put ourselves on a regimen of "self-therapy".

This, says Goldner, requires an "ideological uprooting through humour."

"Poke the bloke with a jolly joke or split the shit with wit."

Humour is of great psychological value, says Goldner. It provides a release from "tensions and pretensions, constraints and restraints." It involves the use of the intellect. It's the sudden perception of the incongruity between what one expects and experiences.

To illustrate this, Goldner recounts a boyhood experience, when his father warned him not to go to a burlesque show because he might see "something he shouldn't."

"Naturally, piqued with curiosity, I went," says Goldner, "and what did I see?—Something I shouldn't: my father!"

It is this type of "inappropriateness," he says which serves as a basis for laughter.

The aim of laughter, says Goldner, is not to attack people, but to attack their crazy ideas.

However, he warns, poking fun at someone else's anguish will be misinterpreted unless the other person perceives you as an ally.

What is required in this type of situation, he says is flexibility. For example, when a married woman complains that her husband is in love with another woman, you could say: "You have a lovable husband."

But chances are, she'll get angry, in which case, you can agree and say: "He's a son-of-a-bitch."

The only problem is, says Goldner, she may still get angry.

Spontaneity is another must: the ability to move instantly from one mood or thought to another, rather than "getting stuck and refusing to get unstuck".

A third pre-requisite for laughing at life is inconventionality—freeing yourself from the values of time, place or profession.

A fourth is shrewdness, refusing to believe anyone, especially if they "act as though they have a hotline to God".

A fifth is playfulness, "grasping life as a tragic-comic game, which doesn't have to be won."

"Today," says Goldner by way of illustration, "is the beginning of the rest of your life. There is not a dress rehearsal."

Another thing that gets most human beings into trouble, says Goldner, is their striving for perfection.

"We dramatize the imperfections rather than highlight the perfections."

It helps, he says, to be acutely aware of the paradoxes in much of human behaviour. For example, many examples of marital discord can be acutely funny.

"People in love say things to each other they wouldn't dare say to a perfect stranger."

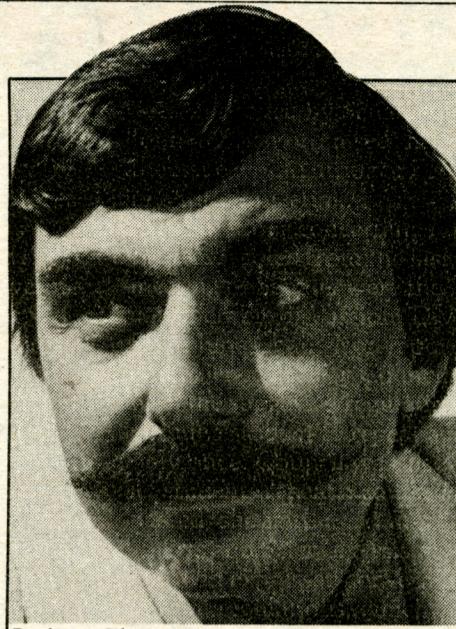
"What most people have to learn," says Goldner, is that "there is no certainty. There are only varying degrees of probability."

"There are no absolutes, no 'musts'. It's self-destructive to believe they exist. The only thing you can be certain about is that you can never be certain."

When you do use "shoulds" and "musts", says Goldner, you are making demands on yourself. He calls this the "tyranny of the should". People can "should themselves to death", he warns.

Life may be hard, says Goldner but we have to ask ourselves: "Hard compared to what?"

It's no accident, he says, that



Professor Thomas Maresca of the State University of New York will be speaking on "The Ill-Wrought Artifact: The Mock Epic of the Novel" at 8 p.m. on November 9 in the Vanier Library Auditorium of the Loyola Campus.

humans are the only animals who need a sense of humour.

"We talk about love, lie about sex and marry strangers."

"We kill and die for our country, slave and cheat for our bank balance and kill ourselves working so we can live easy".

We create intolerable predicaments for ourselves, he continues.

"We know life can be a pleasure but we have an incredible talent for screwing it up."

Only when we begin to see our predicament in a humorous light can we be on the way to overcome it. They say Goldner, "we can stop without quitting."

For Goldner, humour allows us to accept what would "normally be unacceptable". It's "coping of the brightest calibre".

One system that Goldner finds effective for changing one's behaviour is to give yourself punishment and rewards.

Some forms of self-punishment people might find particularly effective, he says, are "sending money to a political party you oppose" or "having sex with someone you hate".

The latter, he adds, is one of the worst forms of punishment.

Not only is laughter psychically therapeutic, Goldner insists, it's also physically beneficial. It tones the muscles, eases rigidity, enhances deep breathing, aids circulation, massages the diaphragm, and aids digestion.

This is why, if you believe the body is the most important thing you have—"there are very few parts that are replaceable: if you abuse it, you may lose it—you will adopt a rational approach to life through laughter.

"We discard belongings when they don't work for us, or change our car or clothes," he says. "When was the last time you changed an attitude?"

## NOTICES

*Continued from The Backpage*

**CANADA EMPLOYMENT CENTRE (LOYOLA):** Graduating students—New employers are IBM (Bromont); Steel Co. of Canada; Sears; Procter & Gamble (Montreal sales office); Cargill Grain Co. Ltd.; and Canadian National for Computer Science and Data Processing. Details available at 6931 Sherbrooke West. Briefing session—Bank of Montreal (Quebec region) on November 1 from 9 to 10 a.m. in Vanier Auditorium.

**TEACHING DEVELOPMENT GRANTS FOR FACULTY:** To develop teaching materials, introduce improvements or innovations into a course, attend workshops or training sessions to do with teaching and/or design departmental projects. For information and application forms, call the Learning Development Office at 482-0320, ext. 397 or 695. Deadline for application is November 23.

**SKATE-ATHON:** CIRL, in conjunction with the Loyola News is sponsoring a skate-athon to raise funds for the Montreal Association for the Blind. Skaters will be sponsored per lap around the rink. Sponsor sheets are available at 6931 Sherbrooke West. For information, call Janice at 488-4622.

**SHARED SUPPER:** Every Thursday at 6 p.m. there is a shared supper at Belmore House, 3500 Belmore. Bring some food and join the company.

**CHRISTMAS BASKET DRIVE:** The drive to help needy families is on. Students, faculty or staff wishing to help plan and co-ordinate are asked to call Bob Gaudet at 484-4095 or 482-0320, ext. 243.

**CHOIR AUDITIONS:** The University choir will give three concerts this year, and is open to all of the university community: a desire to sing and knowledge of basic sight-singing is all that is required. For an audition or more information, please call Christopher Jackson at 482-0320, ext. 726 or the Music Office at ext. 614.

**COIN DU CAFE:** Join us for French conversation and refreshments every Tuesday from 9 a.m. to noon in Conference Room 1 of the Campus Centre, Loyola campus.

**LACOLLE CENTRE:** "A Pot-Pourri of Learning": Inviting those who have skills in any area of interest to others to join us in a shared teaching/learning experience. From November 9 to 11. Please call 482-0320, ext. 344 or 494 for information.

**LACOLLE CENTRE RESERVATIONS:** Deadline for written requests for weekends in the January-April term at Lacolle is November 16.

**CAMPUS MINISTRY (LOYOLA):** Mass is celebrated on Sundays at 11 a.m. and 8 p.m., and weekdays at 12:05 p.m. The Chapel is open daily for prayer and reflection, and a prayer room is available for Muslim students.

**GAMES CLUBS:** Pool, ping pong, chess and backgammon clubs are being formed and will feature various competitions and tournaments. Sign up now at the Campus Centre Programme Office. For more information, contact Shelley Marshal at 482-0320, ext. 330.

**DEAN OF STUDENTS OFFICE (LOYOLA):** The Office is offering a programme development service to members of the Loyola community. Programmes developed in the past or projected for this year are a lifestyles symposium, débats-midi, workshops on leadership and communication skills, and more. If you are interested in helping plan some activities or in launching your own, contact Don Boisvert at 482-0320, ext. 341 or visit the office at AD-135, Loyola campus.

**OFFICE OF THE OMBUDSMAN:** Any member of the Concordia University community (faculty, staff, administrator or student) is free to seek the services of the Ombudsman. Call 482-0320, ext. 257 or drop into AD-104 or AD-116 on the Loyola campus, or phone 879-4247 (2130 Bishop, Room 104) on the SGW campus.

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# THE BACKPAGE THE BACKPAGE

## EVENTS

Thursday 1

### CONSERVATORY OF CINEMATOGRAPHIC ART: *A Married Couple* (Allan King, 1969) with Bill and Antoinette Edwards at 7 p.m.; *Lumière* (Jeanne Moreau, 1976) (French) with Jeanne Moreau, Francine Racette, Keith Carradine and Lucia Bosé at 9 p.m. in H-110; \$1 each. SGW campus.

**CENTRE FOR MATURE STUDENTS:** Workshop on *How to Improve Reading & Study Skills* by Doreen Osborne, 3:30 - 5:30 p.m., in H-440-8, Hall Bldg. All are welcome to attend. SGW campus.

**MEDITATION:** Course given by a student of Sri Chinmoy at 8:30 p.m. in H-617, Hall Bldg. For further information call 282-0672.

**LESBIAN & GAY FRIENDS OF CONCORDIA:** Meetings every Thursday, 4 - 6 p.m., in H-505-1. All welcome.

**ART GALLERIES:** Fine Arts Graduate Students' Fall Exhibition, until Nov. 13. SGW campus.

**RECITAL:** Mezzo-soprano Mary Lou Basaraba and pianist Allan Crossman will give a recital of concert and folk music, works by Britten, de Falla, Ives, Gershwin and others, from 1 to 2:30 p.m. in RF-201, Loyola campus. Free.

**DISCO:** From 8 p.m. in the Campus Centre Pub, with "Flyer".

**LIVING AND LOVING IT:** A programme exploring the total person, to run today and tomorrow from noon to 2 p.m. in the Campus Centre, Conference Rooms 1 and 2. Today: *The Spiritual: Exploring Prayer*. For information, call 482-0320, ext. 341.

**CONCORDIA SKI SALE:** New and used ski equipment will be on sale today from noon until 9 p.m. in Hingston Hall, Loyola campus.

Friday 2

**DIVISION OF VISUAL ARTS (FACULTY OF FINE ARTS) & CINEMA STUDENTS' ASSOCIATION:** Filmmaker Robin Spry at 8:00 p.m. in room 114-1, Fine Arts Bldg., 1395 Dorchester West. SGW campus.

**CINEJAZZ CONCORDIA:** *Celebrating the Duke* - theme of today's presentation will capture the musical achievements of Duke Ellington and his orchestra on films spanning a period of six decades at 8 p.m. in H-110; Hall Bldg., SGW campus. Tickets at Info Desk, Hall Bldg. and at the door. For further information call 482-0320, ext. 616 or 879-2852.

**DISCO:** From 8 p.m. in the Campus Centre Pub, featuring "Starlite".

**HOCKEY:** Laval at Concordia, 7:30 p.m. **FACULTY OF ARTS & SCIENCE:** Council meeting at 2:15 p.m. in AD-128, Loyola campus. **CONCERT:** Folksinger/songwriter Sylvia Tyson will give her first Montreal concert at 8 p.m. in the F.C. Smith Auditorium. Tickets are available at the Information Desk in the Hall Bldg. and at the Simone de Beauvoir Institute (2170 Bishop or 7079 Terrebonne), for \$6 (\$4 for students). Phone 879-8521 or 482-0320, ext. 715 for more information.

**LIVING AND LOVING IT:** For details, see Thursday 1. Today: *The Social: Playing and Loving It*.

**CONCORDIA SKI SALE:** New and used skis, boots, bindings, poles and other accessories will be on sale today from noon until 9 p.m. in Hingston Hall, Loyola campus.

**ALUMNI OYSTER PARTY:** From 7 p.m. on, in Hingston Hall. For information, call 482-0320, ext. 421.

**LOYOLA CHINESE CHRISTIAN FELLOWSHIP:** Today and every Friday at 3 p.m. in Belmore House, 3500 Belmore. Today: Bible study on Matthew 7: 1-14. All welcome.

**KAMPUCHEA:** A conference on Kampuchea will be held in the McGill Student Union at 7:30 p.m.

Saturday 3

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *The Snake-Pit* (Anatole Litvak, 1948) with Olivia de Havilland, Leo Genn, Mark Stevens and Celeste Holm at 7 p.m.; *Lilith* (Robert

Rossen, 1964) with Warren Beatty, Jean Seberg and Peter Fonda at 9 p.m. in H-110; \$1 each. SGW campus.

**DISCO:** From 8 p.m. in the Campus Centre Pub. Happy Hour prices all night.

**CONCORDIA SKI SALE:** New and used ski equipment will be on sale from 9 a.m. to 6 p.m. in Hingston Hall, Loyola campus.

**MEN'S BASKETBALL:** Concordia vs. Alumni, at 1 p.m.

**WOMEN'S BASKETBALL:** Alumni at Concordia, at 11 a.m.

**FAMILY SKATING:** From 3 to 4 p.m. at the rink. Free. Also, free skating for all (without sticks) after all Friday night varsity hockey games. For complete skating schedule, please refer to the list on the floor of the rink.

Sunday 4

**CONSERVATORY OF CINEMATOGRAPHIC ART:** Children's series - *Triple Trouble* (Charles Chaplin, 1915) *His New Job* (Charles Chaplin, 1915) and *Pardon Us* (James Parrott, 1931) with Stan Laurel and Oliver Hardy at 3 p.m. in H-110; 75¢ each. SGW campus.

**FIRST CANADIAN CONFERENCE OF COLLEGE & UNIVERSITY OMBUDSMEN:** *Why an Ombudsman - Costs and benefits* with speakers Donald C. Rowat, Carleton University and Eric A. McKee, University of Toronto, 6 - 9 p.m., on the 7th floor (Faculty Club area), Hall Build. For more information call 482-0320, ext. 257. SGW campus.

**SUNDAY EUCHARIST:** At 11 a.m. and 8 p.m. in the Loyola Chapel. Fr. William Ryan, S.J., will be celebrant at the morning mass.

Monday 5

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *Rigadin avale son ocarina* (Georges Monca, 1910), *L'Homme aimanté* (Louis Feuillade, 1910) and *L'Atalante* (Jean Vigo, 1934) with Jean Dasté, Dita Parlo and Michel Simon at 8:30 p.m. in H-110; \$1 each. SGW campus.

**FIRST CANADIAN CONFERENCE OF COLLEGE & UNIVERSITY OMBUDSMEN:** *The Student as Consumer - Panel* with William Foster, McGill University, André McLaughlin, Concordia University, and Hugh M. Satterlee, University of Illinois, 9:30 a.m. - noon; *The Inept Professor, Jack The Ripper, The Reluctant Plaintiff & Other Ombudsman's Headaches - Panel* on Strategy Planning with Walt Craig, The Ohio State University, C.W. Gillam, University of Alberta, Eric A. McKee, University of Toronto and Gail Young, Université du Québec à Montréal and Dawson College, 2 - 4 p.m.; workshop for student ombudsmen at 7:30 p.m. All on the 7th floor (Faculty Club area), Hall Bldg. For more information call 482-0320, ext. 257. SGW campus.

Tuesday 6

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *The Fireman* (Charles Chaplin, 1916) and *Schloss Vogeloe* (Castle Vogeloe) (F.W. Murnau, 1921) at 8:30 p.m. in H-110; \$1 each. SGW campus.

**DIALOGUE IN DEPTH: Wholeness and Personhood: Is There One Sex or Two?** with Profs. Edmund Egan, Philosophy, Susan Drysdale, Sociology and Women's Studies, and Michael Fahey, Theology; moderator Prof. Audrey Bruné; 12 noon - 2 p.m. in the main lounge of the Simone de Beauvoir Institute, 2170 Bishop St.

**CONCORDIA CUSO CLUB:** A discussion with Nellie Miller on the role of women in African society, and on several projects sponsored by CUSO in Southern Africa at 8 p.m., 4824 Côte-des-Neiges. For more information call 879-4193.

**FIRST CANADIAN CONFERENCE OF COLLEGE & UNIVERSITY OMBUDSMEN:** *The Right to Privacy in the University* with H.

Patrick Glenn, McGill University, 9:30 - noon, 7th floor (Faculty Club area), Hall Bldg. For more information call 482-0320, ext. 257. SGW campus.

**DISPLAY OF CONTEMPORARY ICONS:** Icons painted by Ottawa artist Michael O'Brien will be

on display in the Loyola Chapel today through November 11. Hours are Tuesday through Saturday from 1 - 9 p.m., and Sunday from 1 - 5 p.m. There will be a lecture by the artist tonight only at 7:30 p.m.

Wednesday 7

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *The Magnificent Ambersons* (Orson Welles, 1942) with Joseph Cotten, Agnes Moorehead, Dolores Costello and Anne Baxter at 8:30 p.m. in H-110; \$1 each. SGW campus.

**SGW CAMPUS MINISTRY:** Bible Study

Program - talk given by Father G. McDonough

on *Justice in the Scriptures* at 1 p.m. in H-333-6. SGW campus.

**CENTRE FOR MATURE STUDENTS:** *Preparing for Exams - Practical tips on how to relax your body, organize your time, study more effectively.* Presented by Joe Heilig, 1:30-2:30

p.m., 6 - 7 p.m. and 8:30 - 9:30 p.m. in H-462-6, Hall Bldg. SGW campus.

**MUSIC/FILM SERIES:** Today: *The Life and Performance of Jabolinski*. From noon to 1 p.m. in AD-128, Loyola campus. Free.

**GREASER NIGHT:** From 9 p.m. in the Campus Centre Pub, with "Friendly Giant". Free.

**DISCUSSION SERIES:** *Controversies Related to Female Sex Hormones*, with Dr. Diane Isherwood of the Concordia Health Centre and the Montreal General Hospital. From noon to 1:30

p.m. in room 103, 2170 Bishop.

**POLITICAL SCIENCE LECTURE:** Ronald

Sutherland will lecture on *Quebec: Scenarios of the Future*, at noon in the Vanier Auditorium, Loyola campus.

**GENESIS II:** An inquiry into the Catholic faith.

For information, call the Campus Ministry at 484-4095.

Thursday 8

**CONSERVATORY OF CINEMATOGRAPHIC ART:** *Who Has Seen The Wind?* (Allan King, 1977) with Brian Painchaud, Gordon Pinson, Chapelle Jaffe and Jose Ferrer at 7 p.m.; *Neuf Mois* (Marta Meszaros, 1977) (French version) with Lili Monori, Jan Nowicki and Djoko Rosic at 9 p.m. in H-110; \$1 each. SGW campus.

**DOCTORAL THESIS EXAMINATION:** Mr. Mordechai Glick, Ph.D. student in Psychology, on *Mono-symptomatic Phobics and Normals: Whether and How They Differ* at 4 p.m. in H-460. SGW campus.

**MEDITATION:** Course given by a student of Sri Chinmoy at 8:30 p.m. in H-617, Hall Bldg. For further information call 282-0672.

**CENTRE FOR MATURE STUDENTS:** See

Wednesday 7.

**BOARD OF GOVERNORS:** Open meeting at 1:30 p.m. in H-769. SGW campus.

**LESBIAN & GAY FRIENDS OF CONCORDIA:** Meetings every Thursday, 4 - 6 p.m., in H-505-1. All welcome.

**DISCO:** From 8 p.m. in the Campus Centre Pub, with "Hollywood".

Friday 9

**COMMERCE & ADMINISTRATION FACULTY COUNCIL:** Meeting at 9:30 a.m. in H-769. SGW campus.

**JAZZ CONCERT:** Internationally-renowned jazz

musician Kathryn Moses will give a free concert in the Main Lounge of the Campus Centre at 2

p.m.

**DISCO:** From 8 p.m. in the Campus Centre Pub, with "Fantasy".

**WRITERS AND SCHOLARS:** Professor Thomas

Maresca will speak on *The Ill-Wrought Artifact: The Mock Epic of the Novel* at 8 p.m. in the

Vanier Auditorium, Loyola campus. Free.

**HOCKEY:** McGill at Concordia, at 7:30 p.m.

**WOMEN'S BASKETBALL:** Dawson College at

Concordia, 7 p.m.

## CLASSIFIED

**WANTED:** Ladies winter coat, A-line and roomy style, size 5, 7 or 9. Call Terri at 879-5840 or 484-1305.

**MOVING SALE:** Many items for sale: briefcases, typewriter, double bed, colonial couch set, books, drapes, etc. Call 879-5840 or 484-1305.

**POSTURAL ALIGNMENT AND MOVEMENT EASE:** Lessons in Ideo Kinesis and contractive rest; also classes in creative movement. Call Joanabbey at 286-0687 or 288-4457 (message).

**WANTED:** Floor hockey referees or

teams/players to participate in the Quebec Senior Floor Hockey League. Referees are paid \$7 per game. For information, call Dominic at 721-7917 or Tony at 653-2421, ext. 24.

**SUBLET IMMEDIATELY:** 2 1/2, heat, hot water, taxes paid. \$135. Sherbrooke and Melrose area. Call Barbara at 482-0320, ext. 211.

**BABYSITTER AVAILABLE:** Everyday except

Monday and Wednesday after 2 p.m.; anytime weekends. Call 481-0776.

**FOR SALE:** Lined suede coat, dark green, size 7/8, \$50. Call 489-7939.

## NOTICES

**SPRING 1980 POTENTIAL GRADUATES:** If you are an undergraduate student who will have completed the requirements for your degree by the end of the Winter 1980 session, it is mandatory that you submit a Spring 1980 degree application in order to be considered for graduation at that time. (Please note that students who finish in December are also candidates for the Spring 1980 convocation, rather than the Fall 1979 one.)

The forms are available at and must be submitted to the following offices immediately: Loyola Campus: Registrar's Services, Central Bldg., room CC-214; Sir George Williams Campus: Registrar's Services, Norris Bldg., room N-107. The application deadline is January 15, 1980.

**SPRING 1980 POTENTIAL CERTIFICATE GRADUATES:** If you are a Certificate student who will be completing the requirements for Spring 1980 i.e., by the end of the January session you must submit a Certificate application form in order to be eligible for the University Certificate.

Application forms are available immediately at the Registrar's Services Departments on either the Loyola Campus Central Bldg., room CC-214 or Sir George Williams Campus Norris Bldg., room N-107. The forms must be returned there and the deadline date is January 15, 1980.

**SGW CAMPUS MINISTRY:** Mass every day at noon in H-333. All are invited to attend.

**GRADUATE STUDENTS' ASSOCIATION COUNCIL:** There is a vacancy on the Graduate Students' Association Council for a Fine Arts representative. Nomination forms may be picked up at the G.S.A. office, 2160 Bishop St., room 105, Monday to Thursday, from 10:30 a.m. to 4:30 p.m., November 8, 1979.

**GUIDANCE INFORMATION CENTRE:** Application deadlines for the next graduate and professional school admission tests.

G.R.E. (Graduate Record Exam) Dec. 3

G.M.A.T. (Graduate Management Admission Test) Jan. 4, 1980

L.S.A.T. (Law School Admission Test) Dec. 17

T.O.E.F.L. (Test of English as a Foreign Language) Nov. 19

Application forms and practice test books are available at the Guidance Information Centre, SGW campus, H-440 and Loyola campus, 2490 West Broadway.

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The deadline for submissions to The Thursday Report is Monday noon before Thursday publication. Submissions should be sent to Louise Ratelle at Loyola (AD-105, 482-0320, ext. 689) or to Maryse Perraud at Sir George (BC-213, 879-8497).